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ABSTRACT

The goal of this paper, and the symposium it represents, is to provide an examination of the perspectives of district personnel from four diverse states. The papers present the current status of legislated student assessment programs in California, Colorado, Connecticut, and Illinois. Similarities and differences in implementation methodology are discussed. Results are presented from an interstate survey of district test directors relative to assessment trends and the impact of the state programs. The current status of plans relative to the evaluation of programs funded by Title 1 is reviewed. The following chapters are included: (1) "The California Perspective" (Mardel R. Kolls); (2) "The Colorado Perspective" (Kevin Matter); (3) "The Connecticut Perspective" (Mary E. Yakimowski); and (4) "The Illinois Perspective" (Carole Perlman). Survey results represented about 35% of the student enrollment in California (84 school districts), over 53% of students in Colorado (55 districts), 50.1% of Connecticut students (104 districts), and 59 districts in Illinois. An appendix contains the survey text. (SLD)

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Impact of State and Federal Student Assessment Legislation on Curriculum, Instruction and Student Learning:

The Perspectives from California, Colorado, Connecticut and Illinois School Districts

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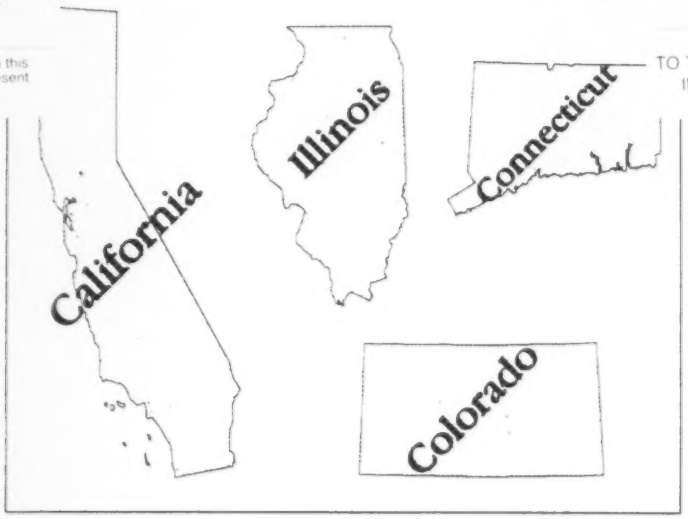

American Educational Research Association
Division H and NATD Symposium Session
New York, 1996

Chair/Facilitator: *Mary Yakimowski; Meriden, CT*

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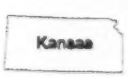

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Impact of State and Federal Student Assessment Legislation on Curriculum, Instruction and Student Learning:

The Perspective from CA, CO, CT and IL School Districts

Introduction

The goal of this symposium session (and paper) for the Annual Meeting of the American Educational Research Association (AERA) is to provide a thorough examination of the perspectives of district personnel from four diverse states. The perspectives will focus on the impact of the implementation of state-mandated student evaluation programs incorporating performance assessment tasks to varying degrees and federal legislation including new Title I evaluation requirements. More specifically, research questions which will be addressed through the analyses of an inter-state survey incorporating common and state-specific questions will facilitate the accomplishment of six key objectives. The six key objectives will be to:

- Present the current status of legislated student assessment programs in the four states of California, Colorado, Connecticut, and Illinois.
- Describe the degree to which similarities and differences exist with respect to the implementation of methodology incorporated as part of the state-mandated assessment programs. [For example, are there common trends relative to content areas where performance assessment as opposed to multiple choice format questions are employed? Are stakes set at comparable levels? Are there comparable implementation timelines?]
- Offer the results of an inter-state survey of district test directors relative to assessment trends, in general, and the impact of state-mandated student assessment programs, in particular, in enhancing curriculum/instruction and student learning in the schools.
- Describe from the district perspective factors which currently affect student assessment beyond measurement-related issues.
- Share the current status of plans relative to Title I evaluation requirements and the perceived impact at the district level.
- Facilitate the continuation of a dialogue on the inter-related topics of performance assessment, state mandates, federal legislation, and accountability as they impact districts, thereby affording the opportunity to offer distinct trends, lessons, and implications for other districts and states across the country.

Scientific and Educational Significance

The theme of AERA's 1996 Annual Conference, *Research for Education in a Democratic Society*, states that to educate today's students to become tomorrow's productive members of a democratic society, a fundamental and comprehensive change in American education is required necessitating the reinvention of teaching and learning. With this transformation already in progress, also necessitated is an understanding of the changes and

impact of these changes in student assessment/evaluation, the accountability measures used to determine the impact of enhanced teaching and learning practices.

For example, while the transformation in curriculum is resulting in a greater focus on more hands-on learning (through the use of math manipulatives as suggested through the NCTM Standards and the incorporation of authentic literature to enhance reading comprehension), the field of student assessment also is undergoing significant changes that many have deemed a paradigm shift. This need for change has been noted by many (for example, Shepard, 1989; Wiggins, 1990). The Zeitgeist now in the field of student assessment, including state-mandated assessment programs, is performance assessment.

A plethora of articles in journals and presentations at conferences over the past few years such as the Annual Meetings of the American Educational Research Association (AERA) and National Council on Measurement in Education (NCME) have focused on the topic of performance assessment, referred to by some educators as authentic or alternative assessment. For example, during these annual meetings, educational researchers have addressed issues such as perceptions of individuals including teachers (Borko, Flory, and Cumbo, 1994) and parents (Shepard and Bliem; 1994). Uses relative to curriculum and instruction have been explored (Hecht and Title, 1994; Mitchell, 1995; Traylor and Recue, 1995; Khattri, 1995). Most of the attention, however, appears to have focused on measurement properties. This has included the formation of guiding principles (Hansen, 1995), design of rubrics (Arter, 1994), issues of reliability and validity (Koretz, McCaffrey, Klein, Bell, and Stretcher, 1994), and scoring methods (Pearson, 1995; Kahl, 1995; Jaeger, 1995). Yet, there is a very limited amount of systematically collected information available on performance assessments as part of state-mandated assessments and their perceived impact on school districts relative to curriculum, instruction and enhanced student learning.

What do districts feel about the paradigm shift being undertaken relative to student assessment/evaluation? Our purpose is to carefully investigate this topic and facilitate the continuation of a dialogue from the district perspective. Perlman (1993), on behalf of the National Association of Test Directors (NATD), initiated this dialogue through an examination of district-level performance assessment developments. Perlman found that fewer than half of the local education agency respondents' districts had developed performance assessments. A further examination was conducted in 1994 by Kolls, Matter, Yakimowski, and Perlman. This descriptive study on district's performance assessment implementation practices included a number of areas such as how districts started, sources of information used, professional development provided, special policies/ procedures developed, and levels of parental involvement. Given the resources being devoted to this Zeitgeist, the next step is apparent: there exists the need to examine the impact of state and federal legislation that incorporates performance assessment and to ascertain the perceived impact on curriculum, instruction and enhanced student learning.

More specifically, this symposium (and paper) investigates the district perspective regarding changes in the area of student assessment/evaluation such as the paradigm shift for more performance assessments in state programs, new requirements related to the new federal Title I evaluation design, and factors affecting change in student assessment/evaluation beyond "measurement" issues such as political realities, site-based decision-making, school accountability, and resource availability. Are these changes rhetoric or are they impacting curriculum, instruction and student learning?

Organization of the Symposium (and Paper)

Context. Each of the authors will provide the current "context" of student assessment in one's state. This is necessary in order to enhance the interactive nature of subsequent analyses and comparisons. As a minimum, this will be accomplished through the provision of a timeline of development/implementation of state-mandated student assessment programs, sharing of a table highlighting content and assessment formats employed, and provision of illustrative assessment questions/tasks. The status of the use of student

assessment information as part of the Re-authorized Title I legislation also is presented. Through this component the diversity which exists in state-mandated testing programs such as the relative emphasis placed on performance assessment will be evidenced. For example, while California's state assessment program was suddenly dropped while two bills currently are pending in the legislature, in Connecticut the movement continues with the performance-based high school state assessment linked to certification for the first time with the Graduation Class of 1997.

Survey Results. Following the provision of the context, each author will summarize the results of a survey designed to address the delineated objectives. The survey design incorporated a set common questions across the four states; each survey also incorporated questions unique to that state. For the common set of questions, the survey had three components:

- State-level Student Assessment Program
- District-level Student Assessment Programs
- Opinions Regarding Performance Assessment from the District Perspective

Some of the questions that were common across the four states also had been administered two years ago and thereby afforded the opportunity for some longitudinal analyses in changes of educator's perceptions in these areas.

Results of these three sections are presented by individual state. As applicable, descriptive frequency statistics and measures of central tendency (means) are provided. Results of the state-specific questions also are presented.

Inter-state Comparisons. Given the common set of questions presented to participants in the four states, results of inter-state analyses have been conducted. Results of statistical analyses such as Analysis of Variance (ANOVAs) and, as applicable, Scheffé post hoc testing, examine the significance of inter-state differences on Likert-scaled survey responses. Additionally, the panel of four participants representing the states of California, Colorado, Connecticut and Illinois discuss and provide comparative analyses.

Distinct Trends, Lessons and/or Implications. Based on individual presentations and comparative analyses, a section entitled "Summary Analysis of Highlights of Survey Results Relative to Session Goals/Objectives" is provided for each state. It is also anticipated that, during the symposium, the perspective will be offered from the discussant from Kansas regarding distinct trends, lessons and/or implications for other districts and states across the country with respect to the impact of federal and state student assessment legislation in the areas of curriculum, instruction and enhanced student learning. The discussant will offer a critique of the research conducted and share perceived trends on accountability programs and school reform initiatives Suggestions and implications relative to *Research for Education in a Democratic Society*, the theme for AERA's 1996 Annual Meeting, also will be offered.

Audience Participation. While we are unable to capture the "essence" within this paper, given the topic and nature of this interactive symposium session, we feel committed to ensuring time for audience participation Audience members will be able to offer their own insights as to the trends and resulting implications and impacts they see within their districts and/or state. This will provide an even broader context for discussion and sharing of ideas relative to this topic. Audience members will be encouraged to ask questions of any of the participants, provide suggestions regarding further avenues of research, and/or critique the research conducted.

The California Perspective

Mardel R. Kolls
Rowland Unified School District, California

The Context of Assessment in California

On September 27, 1994, the Governor vetoed legislation that reauthorized, provided funding for, and amended the performance-based California Learning Assessment System (CLAS). The governor's veto brought to an end a contentious year of controversy over the state assessment program. Educators and politicians rushed to find a less controversial way to evaluate students. Critics viewed the new assessments as invalid, unreliable measures that used controversial subject matter. Concerned parents raised issues of invasion of privacy and racial stereotypes. Parents challenged their legal right to view the test even though it was a "secured" exam. Conservative Republicans took a firm stand against legislation they dubbed "Son of CLAS". It wasn't until November of 1995 that the California legislature passed AB265 to fund a state assessment.

Key features of the new bill call for an integrated assessment system that will:

- establish rigorous content and performance standards in all major subject areas;
- provide incentive monies paid to local districts for basic skills testing;
- implement a balanced approach to assessing basic and applied academic skills for the core curricular areas at key grade levels;
- expand the Golden State Examinations to recognize students for outstanding achievement in individual subject areas;
- reauthorize statewide physical performance testing and continue career-technical assessment programs; and,
- ensure public involvement in the development and implementation of all testing instruments and the administration and reporting process.

Direction of Change in California

When compared to the CLAS legislation, the direction of change in California is returning to a more "balanced" approach to assessment. The new assessment plan calls for the more traditional basic skills measures assessed locally with approved publisher tests, and some applied academic skills measured through performance-based measures. Clearly the current bill was written to address concerns expressed by the business and parent community. The new bill calls for National Assessment of Educational Progress (NAEP) - like measures and the development of content and performance standards. Under the direction of a new state Superintendent of Public Instruction, the California curriculum frameworks also are under revision.

In the past, districts were able to apply for mandated cost claims for certain aspects of their testing programs. Under the new legislation, districts are offered "incentive monies" to assess "all" students in grades 2-12. In order to qualify, districts must administer state-approved tests during a designated timeframe. Other than the Golden State Exams, which are voluntary subject area exams for student recognition, no state-developed performance measures will be implemented before spring, 1998.

State Assessment Timeline Highlights

1991	Legislation passed to approve new state assessment program (SB662)
1993	CLAS exams implemented (Grades 4, 8, 10)
1994	CLAS exams administered (Grades 4, 5, 8, 10 with science and history at grades 5 and 8)
1994	Reauthorization of SB662 vetoed by governor
1995	No funding for state assessment
1996	Districts assess students in basic skills using state-approved tests; if all tested in grades 2-10, incentive funds of $5.00 per pupil provided; Golden State Exams offered in nine subject areas with performance components; Physical Performance testing, grades 5, 7 and 9 (results reported to state every two years); Commission for Establishment of Academic Content and Performance Standards; Public hearing held for parent and public comments
1997	Standards in all major subject areas developed by Commission
1998	State Board approves standards; Statewide assessment of Applied Skills (Pending State Operations Funding); Pending legislation (SB8) could delay applied skills portion until the year 2000

Components of the California State Assessment

Review and Approval Process included independent reviews by experts and the Statewide Pupil Assessment Panel. Following the review, the Superintendent of Public Instruction published a list of the state-approved tests. Tests were judged on the following criteria:

- Alignment to state content and performance standards (not developed as yet)
- Reasonable alignment with California curriculum frameworks
- Validity
- Reliability
- Comparability (no tests submitted at this time exhibit comparability with a large number of other tests)
- Consistent with NAEP (structure, content and reporting format)
- Results based on Standards (like national and international results)

Rigorous Academic Standards are to be developed by a 21 member Commission. In March of 1996, the Commission will begin holding public hearings on the current curriculum frameworks. The Commission will submit recommended content and performance standards to the State Board for final approval by July 1, 1997. The Commission will begin work on reading, mathematics and writing areas to facilitate development of statewide tests in those content areas.

Local Assessment Program is voluntary, but districts are offered incentive monies to participate. To be eligible for an incentive of $5.00 per student tested, districts will be required to use tests from the state-approved list; test all students in grades 2-10 (no exemptions); administer the assessments within a designated testing window; share the results in a timely manner with students tested, their teachers, and their parents; and, annually report a summary of the results to their governing boards. The tests are to measure achievement in reading, spelling, written expression, and mathematics.

District Steps for Participation are not entirely clear at this time. For participation in the Pupil Incentive Testing Program, the following requirements must be met:

- Complete a local review process that leads to the selection of a State Board approved test(s) for their use.

- Administer approved tests to all students in grades 2-10 in the designated content areas during the approved testing window.
- Ensure that results are returned to the district prior to the end of the academic year.
- Report individual student results to parents, teachers, and schools; report school and district results to local Board of Education.
- Complete the Local Testing Certification Survey included in the Local Testing Certification Packet that districts will receive this spring from California Department of Education (CDE).
- Have the Certification of Local Testing signed by the superintendent.
- Submit data as required by California Department of Education as required by Section 60630 of AB265.
- Apply for the incentive funding ($5.00 per student for grades 2-10) by returning the Local Testing Certification Packet to the CDE.

Statewide Assessment of Applied Academic Skills will be administered in addition to the local assessments. AB265 authorizes the **Statewide Assessment of Applied Academic Skills** will be administered in addition to the local assessments. AB265 authorizes the development of annual statewide assessments to measure achievement in basic and applied academic skills. Students are to be assessed in reading, writing, and mathematics at grades 4, 8 and 10; and in history-social science and science at grades 5, 8, and 10. The tests are to be developed through a contractor selected by the State Board, and will include a balance of multiple-choice items and questions or problems that require written responses. Results of this assessment are to be reported for schools, districts, counties, and the state in terms of statewide standards.

Golden State Examinations (GSE) continue under AB265 and will expand to develop a system of end-of-course examinations in key academic subjects in the middle school and secondary grades. Participation is voluntary for districts; with the exception of written composition, students who sign up must be currently enrolled in courses covered by the GSE.

The Golden State Exam Program currently provides test in:

- First year algebra and geometry (since 1987)
- US History and economics (since 1987)
- Biology and chemistry (since 1991)
- Second-year coordinated science (since 1994)
- Government and civics (in progress)

Overall Summary of Content, Format, and Standards of the California Curriculum

Content Area	Grade Level	Multiple-Choice	Open-ended Performance Items	State Standards Established
Reading	2-10(a)	X	Grades 4, 8, 10(b)	X
Written Language	2-10(a)	X	Grades 4, 8, 10(b)	X
Mathematics	2-10(a)	X	Grades 4, 8 10(b)	X
Science	5, 8, 10		X	X
History/Social Science	5, 8, 10		X	X
Physical Fitness Test	5, 7, 9		X	X

(a) Voluntary for districts, but must test 2-10 for incentive monies. (b) mandated

Public Involvement

The legislation contains numerous protections to assure the active, ongoing involvement of parents, classroom teachers, other district indicators, governing board members of school districts, and the general public in all aspects of design and implementation of the new assessments.

California's Survey Sample

In the nation's most populous state, it is not surprising that California has the largest school enrollment. In 1995-96, California's K-12 enrollment totaled 5,868,005 — a number almost equal to the entire state population of Indiana. Ninety percent of the state's students are enrolled in public schools within the 58 counties across the state. Over half of all the state's students are enrolled in San Diego, Orange, Los Angeles, Ventura, and San Bernardino counties. There are approximately 1, 057 school districts serving California's diverse student population. These districts range from one-room schools to large urban systems serving preK-12 and adult school, K-6, K-8, 7-12 or high school districts serving students in grades 9-12. Some 13% of the nation's school-age children who do not speak English "very well" (according to the 1990 census) reside in California. Across the state approximately 23.1% of the students are classified Limited English Proficient (LEP), 18.8% are eligible for financial aide (AFDC) and Free and Reduced Lunch programs, and 9.24% have special education needs.

As part of this study, a survey was mailed to a 24% random sample of school districts across the state. Approximately 250 districts received a survey. The results reported represent the opinions of 84 school districts (an 8% sample), serving approximately 2,080,070 students,or 35% of the student enrollment for the state of California. Demographic characteristics of the respondent districts are as follows:

Free/Reduced Lunch:	Less than 10% eligible	15.47%
	10-19% eligible	22.61%
	20-29% eligible	17.85%
	Greater than 29% eligible	44.04%
Student Enrollment:	Less than 1,000	7.14%
	1,000-4,999	15.47%
	5,000-9,999	27.38%
	Greater than 9,999	50.00%
Percent LEP:	Less than 10%	27.38%
	10-19%	27.38%
	20-29%	22.61%
	Greater than 29%	22.61%
Special Education:	Less than 10% eligible	50.00%
	10-19% eligible	47.61%
	20-29% eligible	1.19%
	Greater than 29% eligible	1.19%
Type of District:	Urban	20.23%
	Suburban	61.90%
	Rural	17.85%

Although the sample represents only 8% of the districts in the state of California, it is felt, based on the demographic characteristics of these districts, and the rather significant student population represented, that the opinions expressed by the respondents are illustrative of public school districts throughout the state of California. California's survey results are summarized in the accompanying tables.

California's Survey Results

Part A: State-level Student Assessment Program

A1. To what degree do you feel that your state mandates influence your district's practices regarding performance assessment?

23.8%	Extremely influential	21.4%	Somewhat influential	0%	No influence at all
41.7%	Very influential	13.1%	Limited influence		

OVERALL MEAN = 3.76 *

A2. To what degree has the emphasis on performance assessments administered by the state to students in your district changed over the past five years?

33.3%	Significant increase	11.9%	No change	11.9%	Significant decrease
40.5%	Some increase	2.4%	Some decrease		

OVERALL MEAN = 3.81

A3. To what degree do you feel the emphasis on performance assessments administered by the state to students in your district will change in the next five years?

42.2%	Significant increase	4.8%	No change	2.4%	Significant decrease
41.0%	Some increase	9.6%	Some decrease		

OVERALL MEAN = 4.11

A4. To what degree does federal legislation (such as Title I, NAEP) influence your district's practices regarding performance assessment?

14.3%	Extremely influential	35.7%	Somewhat influential	2.4%	No influence at all
28.6%	Very influential	19.0%	Limited influence		

OVERALL MEAN = 3.33

A5. Overall, how would you categorize your statewide student assessment program?

14.3%	Extremely high-stakes	33.3%	Minimal stakes exist	3.6%	Extremely low-stakes
31.0%	Mostly high-stakes	9.5%	Mostly low-stakes	8.3%	Non-existent

OVERALL MEAN = 3.18

* *Please Note: Throughout this report, for Likert-type items, a scale of one-to-five will be employed with five indicating the first of the listed options (such as extremely influential or extremely high-stakes).*

Part B: District-level Student Assessment Program (Questions B1-B11 refer to standardized district testing. The questions do not refer to assessments mandated by the state or those administered in the district ONLY at selected schools or within particular classrooms. They refer to those assessments administered in a standardized way to all students at a designated grade level.)

B1. Which of the following **BEST** describes the method you used in implementing performance assessments?

- 26.2% Started from scratch
- 39.3% Obtained from publisher
- 26.2% Adapted from state assessment program
- 7.1% Adapted materials from another district or state
- 9.5% Used materials from another district or state
- 14.3% Other (please explain) _____

B2. Using the table provided, place an "X" in the box(es) corresponding to the subject area(s) and grade level(s) in which you use performance assessment as part of your district-wide testing program to supplement information from the state's assessment program. Be sure to indicate only those subject areas and grade levels where performance assessment is used in a standardized manner, that is, where all students at the grade level are given the same task and it is scored in a uniform manner.

Grade Level :	PreK-2	3-5	6-8	9-12
Reading	33.3	32.1	32.1	23.8
Writing	34.5	64.3	57.1	57.1
Mathematics	25.0	38.1	38.1	27.4
Science	6.0	14.3	14.3	9.5
Social Studies	0	2.4	3.6	3.6
Physical Education	1.2	1.2	2.4	1.2
The Arts	1.2	1.2	2.4	1.2
Other (Please specify.) _____	2.4	1.2	2.4	2.4

B3. To what degree has the emphasis on performance assessment as part of your district-level student assessment program changed over the past five years?

21.4%	Significant increase	27.6%	No change	1.2%	Significant decrease
51.2%	Some increase	3.6%	Some decrease		

OVERALL MEAN = 3.88

B4. To what degree do you feel the emphasis on performance assessment as part of your district-level student assessment program will change in the next five years?

41.7%	Significant increase	4.8%	No change	1.2%	Significant decrease
47.6%	Some increase	3.6%	Some decrease		

OVERALL MEAN = 2.27

B5. Personally, to what degree would you like the emphasis on performance assessment as part of your district-level student assessment program to change over the next five years?

40.5%	Significant increase	9.5%	No change	0%	Significant decrease
44.0%	Some increase	3.6%	Some decrease	2.3%	Did not work

OVERALL MEAN = 4.14

B6. What sources do you use to obtain information on performance assessment? (Check all that apply.)

81.0%	Publications from state	20.0%	Publications from the district
81.0%	Journals	78.0%	Professional Organizations
70.2%	Information from colleagues	28.1%	Other (please specify) _____

B7. Over the past year, on average, what percent of the individuals in each category listed below do you feel has received professional development in the area of performance assessment?

	Mean
Classroom teachers	40.7%
Administrators	50.3%
Teachers in specialized areas (*e.g.*, art, music)	33.8%
Special education and related services staff	47.7%

B8. Who provides professional development opportunities in the area of performance assessment to staff? (Check all that apply.)

55.0%	Outside private consultants
15.5%	State Department of Education staff
77.4%	District curriculum administrators/coordinators
50.0%	District testing administrators/coordinators
73.8%	Teachers employed by the district

B9. To date, how important a role do you feel performance assessment plays in enhancing instruction?

17.9%	Extremely influential	38.1%	Somewhat influential	0%	No influence at all
26.2%	Very influential	15.5%	Limited influence		

OVERALL MEAN = 3.39

B10. In what ways have parents been informed and/or involved in your district (not state) performance assessments? (Check all that apply.)

8.3%	No information or involvement
72.6%	Information provided to parents in newsletters
20.2%	Information provided to parents in specially prepared pamphlets by the district
75.0%	Parents are routinely provided child's results
41.7%	Presentations/workshops at PTO/PTA or other parent meetings
19.0%	Specially developed workshops are provided to parents
7.1%	Video and/or television is used to inform parents
3.6%	Parents are involved in developing performance assessments
0%	Parents are involved with scoring performance assessments
7.1%	Other (Please indicate.) _____

B11. Does your district have specific <u>performance standards</u> (not course credits) for:

	yes	no	currently discussed
Promotion from elementary to middle school?	8.3%	71.4%	18.0%
Promotion from middle to high school?	11.9%	65.5%	20.2%
Graduation from high school?	32.1%	42.9%	21.4%

Part C: Opinions Regarding Performance Assessment from the District Perspective

C1. What are some of the major problems you encountered in implementing performance assessment?

Major Implementation Problems	Number of Districts
Time for scoring	32
Support for teacher training	17
Getting and using results	9
Reliability/validity/quality	30
Lack of standards	16
Lack of resources/costs	27
Lack of understanding/confusion in state	13
Interpretation/acceptance of parents	17
Teacher acceptance/involvement	13
No problems	4

C2. In what specific ways has performance assessment affected/influenced the quality of instruction and student learning in your district?

Respondent Comments	Number of Districts
Allowed good progress in instruction	7
Developed awareness of multiple measures	13
Excellent implementation of writing skill	14
Brought portfolio to the classroom	7
CDE changes too often to discern effects	4
Higher concepts and expectations in classrooms as a result of PA	4
Increased focus on learning in schools	6
Helps pinpoint weaknesses and plan staff development	4
Just emerging . . .not enough time to see results	4
Significant impact on student learning and improved instruction	18
Some change in attitude toward math but not quality assurance	7
Changed instructional practices to link better with curriculum assessment	13
More accountability resulted	3
Helped develop standards/discussion	2
Use of rubrics is now a part of "good" instruction/report card changes	6

C3. Down the road, what do you feel will be your district's next steps relative to the implementation of performance assessment?

District Next Steps	Number of Districts
Develop content and performance standards	12
Develop new assessments and rubrics	14
Focus on portfolio	6
Focus on teacher training	10
Need CDE state assessment in place	7
Expand local assessments to more grades	7
Expand local assessment to more content areas	9
Continue to improve the quality of the measures used	12
Will become an important part of instructional program	7
Uncertain...need more discussion with parents	5
Focus on classroom use only	2
Challenge district focus	3

Part D: California-specific Questions

D1. What do you think of the new state assessment bill AB265?

Respondent Comments	Number of Districts
Implementation Plan Needs Work	17
Good Compromise/It's O.K.	19
Incentive Part is Great	5
Overkill/Too Much Testing	2
Let's Wait and See What Happens	14
This Is a Step Backward Toward NRTs and Basic Skills	7
What a Waste To Stop CLAS	4
Performance Testing Will be Delayed	9
This Is a Dump on the LEAs	2
The State is in Disarray/No Difference	11
Loss of Local Control For Standard-setting	1

D2. Will your district apply for **AB 265** incentive monies this year?

Yes		No		Not Sure	
Number	%	Number	%	Number	%
65	77%	14	17%	5	6%

D3. What grades do you <u>currently</u> test with your district standardized test?

Grade Level	Number of Districs
K	9
1	33
2	64
3	70
4	64
5	68
6	63
7	68
8	60
9	53
10	50
11	33
12	20

D4. What effect did the suspension of the CLAS tests have in your district for:

Staff Development?

Forty-four districts reported that the suspension of the CLAS had "little (8)" or "no effect (36)" on their district staff development. eight districts report "continuing use of performance assessment" and some have formed training teams. Thirty-five districts reported the following <u>negative</u> effects: there is a "lack of focus now" (5); has "slowed the momentum for change" (5); district has delayed/suspended training (19). created "confusion and mistrust among community and teachers" (6).

Implementation of state frameworks?

Fifty-nine districts reported suspension of CLAS had "little" (22) or "no effect" (37) on implementation of the state curriculum frameworks; twenty-two districts reported that the "state confusion has slowed implementation" (13), or "caused them to review existing curriculum" (9); challenge of the frameworks "ignored now" was mentioned by 4 districts.

Use of Performance Assessment?

Eleven districts reported plans to "expand" the use of performance assessment, while 21 reported "less emphasis" or "limited" use. Seven districts are re-examining their assessments and processing with caution; other report "waiting for state" (3).

Concerned over "loss of information from state for standard-setting" was reported by 3 districts. Fifteen districts reported "ended most use" (8) or that the "task made more difficult/parent problems" (7). It would appear from these findings, that the momentum for widespread use of performance assessments at the district level has slowed considerably as a result of the state assessment program recent controversy.

Parent Involvement With Assessment?

Approximately 55% of the districts (46) reported "little or no" change with regard to involving parents with assessment, while 14 districts reported that parent involvement and "interest" in assessment had improved in their district as a result of CLAS. Eleven districts report "less parent pressure" (8) or that parent involvement in their district has been "put on hold" (3).

Supplemental Analyses of California's Survey Results

For the 84 districts participating in this survey, three years after the initial implementation of statewide performance assessment, districts are still reporting major implementation problems related to time for scoring and teacher training, lack of resources to cover the cost, and the lack of understanding and acceptance on the part of parents and teachers. Thirty-six percent of the respondent districts reported major implementation problems related to reliability, validity and item measurement quality. Lack of standards by which to judge performance was also a concern of 19% of those reporting.

Despite the problems, a number of districts reported: improved instruction and learning; introduction of multiple measures; that they are making good progress despite the problems; they see a closer link with the curriculum; major improvement in student writing skills; portfolio assessment has impact at the classroom level; more higher order concept teaching and higher expectations; an increased focus on student learning; performance assessment serves to pinpoint weaknesses in staff development programs; and that use of rubrics are not a part of the regular instructional program.

With the controversy and uncertainty over the California Frameworks and new state assessment program, reactions have been mixed: 52% of the sample districts reported no effect from the "derailed" CLAS on their staff development programs to support performance assessment models. Districts, however, are split on acceptance of the new assessment bill, some see it as a good compromise, others are taking a "wait and see" attitude. Another bill was introduced in March that could further delay the state applied skills portion until the California frameworks are revised. Clearly, assessment in the state of California has become a political football. Meanwhile, the schools will continue to use traditional measures and will try to report them as performance standards.

Summary Highlights of California's Survey Results Relative to Session's Goals/Objectives

In 1991, the state of California embarked upon a "daunting but noble task" — to build a new integrated assessment system that would measure student performance in new and interesting ways. It was designed to

align with state curriculum frameworks, and would yield reliable individual scores for students. The assessments would be reflective of "best practices" and would drive instruction in new ways. As essential part of the program required that teachers help design and score the new assessments. The cost for such a system was enormous, and the expectations for success extremely high. In 1994, under public pressure, the assessment bill was vetoed by the governor and the state assessment became highly politicized.

The survey results for this study reflect the "evolving" nature of the state assessment program. We have clearly lost some ground in terms of new measures, but districts report they have also gained many benefits as a result of the state's risk-taking. These are the lessons we have learned in California over the last 2 years:

- Don't move too far, too fast. Get as many stakeholders on board as possible before the train leaves the station;
- Remember to maintain a balance between the "old" and the "new" in order to help people make the transition;
- Doing something well takes time and resources. Schools need time to develop acceptance and understanding of any new program or measure;
- Parent Involvement is essential to the successful implementation of assessment and instructional practices in public schools; and,
- Never underestimate the power of special interest groups in make educational practice a political issue.

In 1996, California school districts report that, for the most part, they have all changed in some way, as a result of a large scale assessment program that broke with tradition.

The Colorado Perspective

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The Context of Assessment in Colorado

Colorado's educational system is built upon a foundation of "local control," with no state curriculum, few state high school graduation requirements, and no state textbook adoptions. Many districts follow a local site authority philosophy, so educators throughout Colorado were concerned when the Colorado State Board of Education required districts to define student proficiencies by July 1, 1991. Legislation passed in 1993 (HB 1313) went further, developing Colorado content standards and a testing program in 11 areas: math, science, reading, writing, history, geography, civics, art, music, physical education, and foreign language.

The standards testing program replaces the Colorado Testing Program (CTP), which was initiated in the mid-1980's. The CTP gave a norm-referenced (NRT) standardized achievement test every three years to a stratified random sample of students statewide at grades 4, 7, and 10. A direct writing assessment was given at those same grades the year following the NRT, with other assessments given in the third year of the cycle (*e.g.*, physical education).

The 1993 legislation on standards-based education suspended state and district testing during 1993-94 and 1994-95. Subsequent legislation amended the timelines for adoption of state assessments for the first priority contents standards, which were originally due on or before January 1, 1996.

The current design (January 1996) for the state assessment of standards calls for a staggered implementation, with the first year focusing on grade 4, the second year on grades 4 and 8, and the third year on grades 4, 8 and 11. The implementation for a particular grade level will begin with a baseline assessment of all students and all six subjects. Assessments will be spiraled so that within a particular classroom one-third of the students will be assessed in reading and writing, one third in mathematics and geography and one-third in science and history. Each student will complete about 10 to 12 class periods of testing. In subsequent years, schools will be divided into three equivalent samples and each year students from one sample of schools will be assessed in two subjects. Again each student will complete about 10 to 12 class periods of testing. Thus, in the state assessment subjects will be assessed on a three-year cycle. The implementation will begin for fourth graders in 1996-97 (referred to as year 1), for eighth graders in 1997-98 (year 2) and for eleventh graders in 1998-99 (year 3) as shown below.

	1996-97 Year 1	1997-98 Year 2	1998-99 Year 3	1999-00 Year 4	2000-01 Year 5	2001-02 Year 6
Grade 4	R & W* M & G S & H	R & W	M & G	S & H	R & W	M & G
Grade 8		R & W M & G S & H	R & W	M & G	S & H	R & W
Grade 11			R & W M & G S & H	R & W	M & S	S & H

* R & W = Reading and Writing M & G = Math and Geography S & H = Science and History

** Obtained from Wayne Martin, Colorado Department of Education Testing Director

The timeline for development/adoption of state and district content standards and subsequent testing/reporting of student performance on the standards is shown below.

Colorado State and District Testing Timelines

9/15/95	State Board Adopts Content Standards
9/16/95	Assessment Frameworks development begins
4/1/96(?)	SADI Council recommends Assessments and Performance Level(s) to State Board
6/1/96	State Board Adopts Assessments and Performance Level(s)
9/1/96	State Board Implements Colorado Student Assessment Program - Grade 4 (1996-97)
1/1/97	Districts Adopt Local Content Standards and Implementation Plan
9/1/97	State Board Implements Colorado Student Assessment Program - Grade 4 and 8 (1997-98)
1/1/98	District Administer Local Assessments - Grade 4 (Fall 1997) First State Report - Grade 4 Results
9/1/98	State Board Implementations Colorado Student Assessment Program - Grades 4, 8, and 11 (1998-99)
1/1/99	Districts Administer Local Assessments - Grade 4 and 8 (Fall 1998) First Combined State and District Report Due - Grade 4 (State and District) and Grade 8 (State)
9/1/99	Colorado Student Assessment Program - Grades 4, 8, and 11 (1999-2000 school year)
1/1/00	Combined State and District Report Due - Grades 4 and 8 (State and District) and Grade 11 (State) Districts Administer Local Assessments - Grade 4, 8, and 11 (Fall 1999)
9/1/00	Colorado Student Assessment Program - Grades 4, 8, and 11 (2000-01)
1/1/01	District Administer Local Assessments - Grades 4, 8, and 11 (Fall 2000) Combined State and District Report Due - Grades 4, 8, and 11 (State and District)

Colorado's Survey Sample

There are 640,521 students enrolled in Colorado public schools (Fall 1994 data). This total student population consists of 73.5% white, 17.6% Hispanic, 5.4% black, 2.5% Asian, and 1.0% American Indian. The graduation rate for the class of 1995 was 77.4%, with the 1993-94 annual dropout rate at 4.3%. Nearly 15,000 students (2.3% statewide) were eligible for ESL services, and 12.6% of the students statewide received special education services during 1993-94.

A copy of the performance assessment survey was sent in January 1996 to the Director of Assessment, Evaluation, and Research in each of the 176 districts throughout Colorado. Completed surveys were received from 55 districts, who had been given about one-month turnaround time. The return rate for the 1996 survey was 31.25%, compared to a 24.7% rate for the similar 1994 survey. The surveys returned represented more than 339,617 students, or over 53% of students statewide (compared to 43% from the 1994 survey).

Colorado's districts had the following characteristics:

Free/Reduced Lunch:	Less than 10% eligible	7.3%
	10-19% eligible	17.1%
	20-29% eligible	61.0%
	Greater than 29% eligible	14.6%

Student Enrollment:	Less than 1,000	61.0 %
	1,000-4,999	34.1%
	5,000-greater	39.1%
Special Education:	Less than 10% eligible	9.1%
	10-19% eligible	52.3%
	20-29% eligible	29.5%
	Greater than 29% eligible	9.1%
Type of District:	Urban	6.3%
	Suburban	16.7%
	Rural	77.1%

Colorado's Survey Results

Part A: State-level Student Assessment Program

A1. To what degree do you feel that your state mandates influence your district's practices regarding performance assessment?

14.8%	Extremely influential	40.7%	Somewhat influential	0	No influence at all
38.9%	Very influential	5.6%	Limited influence		

OVERALL MEAN = 3.63

A2. To what degree has the emphasis on performance assessments administered by the state to students in your district changed over the past five years?

28.3%	Significant increase	32.1%	No change	0	Significant decrease
37.7%	Some increase	1.9%	Some decrease		

OVERALL MEAN = 3.93

A3. To what degree do you feel the emphasis on performance assessments administered by the state to students in your district will change in the next five years?

51.9%	Significant increase	1.9%	No change	0	Significant decrease
44.4%	Some increase	1.9%	Some decrease		

OVERALL MEAN = 4.46

A4. To what degree does federal legislation (such as Title I, NAEP) influence your district's practices regarding performance assessment?

5.6%	Extremely influential	50.0%	Somewhat influential	1.9%	No influence at all
18.5%	Very influential	24.1%	Limited influence		

OVERALL MEAN = 3.02

A5. Overall, how would you categorize your statewide student assessment program?

5.7%	Extremely high-stakes	49.1%	Minimal stakes exist	7.5%	Extremely low-stakes
22.6%	Mostly high-stakes	15.1%	Mostly low-stakes		

OVERALL MEAN = 3.04

Part B: District-level Student Assessment Program (Questions B1-B11 refer to standardized district testing. The questions do not refer to assessments mandated by the state or those administered in the district ONLY at selected schools or within particular classrooms. They refer to those assessments administered in a standardized way to all students at a designated grade level.)

B1. Which of the following **BEST** describes the method you used in implementing performance assessments?

34.5%	Started from scratch
25.5%	Obtained from publisher
5.5%	Adapted from state assessment program
14.5%	Adapted materials from another district or state
1.8%	Used materials from another district or state
3.6%	Other (please explain) _____

B3. To what degree has the emphasis on performance assessment as part of your district-level student assessment program changed over the past five years?

30.2%	Significant increase	18.9%	No change	0%	Significant decrease
50.9%	Some increase	0%	Some decrease		

OVERALL MEAN = 4.11

B4. To what degree do you feel the emphasis on performance assessment as part of your district-level student assessment program will change in the next five years?

53.7%	Significant increase	3.7%	No change	0%	Significant decrease
40.7%	Some increase	1.9%	Some decrease		

OVERALL MEAN = 4.46

B5. Personally, to what degree would you like the emphasis on performance assessment as part of your district-level student assessment program to change over the next five years?

53.7%	Significant increase	3.7%	No change	1.9%	Significant decrease
38.9%	Some increase	1.9%	Some decrease		

OVERALL MEAN = 4.41

B6. What sources do you use to obtain information on performance assessment? (Check all that apply.)

72.7%	Publications from state	16.4%	Publications from the district
76.4%	Journals	70.9%	Professional Organizations
72.7%	Information from colleagues	34.5%	Other (please specify) _____

B7. Over the past year, on average, what percent of the individuals in each category listed below do you feel has received professional development in the area of performance assessment?

	Mean
Classroom teachers	36.8%
Administrators	67.4%
Teachers in specialized areas (*e.g.*, art, music)	37.4%
Special education and related services staff	53.3%

B8. Who provides professional development opportunities in the area of performance assessment to staff? (Check all that apply.)

60.0%	Outside private consultants
34.5%	State Department of Education staff
60.0%	District curriculum administrators/coordinators
38.2%	District testing administrators/coordinators
65.5%	Teachers employed by the district

Of those checked above, who has the PRIMARY responsibility in this area?

#1	District Curriculum (50.0%)
#2	District Test Coordinator (23.9%)
#3	Outside Consultant (13.0%)
#4	State Department (8.7%)
#5	Teachers (4.3%)

B9. To date, how important a role do you feel performance assessment plays in enhancing instruction?

16.7%	Extremely influential	46.3%	Somewhat influential	1.9%	No influence at all
24.1%	Very influential	11.1%	Limited influence		

OVERALL MEAN = 3.43

B10. In what ways have parents been informed and/or involved in your district (not state) performance assessments? (Check all that apply.)

9.1%	No information or involvement
70.9%	Information provided to parents in newsletters
29.1%	Information provided to parents in specially prepared pamphlets by the district
41.8%	Parents are routinely provided child's results
50.9%	Presentations/workshops at PTO/PTA or other parent meetings
21.8%	Specially developed workshops are provided to parents
9.1%	Video and/or television is used to inform parents
21.8%	Parents are involved in developing performance assessments
5.5%	Parents are involved with scoring performance assessments
18.2%	Other (Please indicate.) _____

B11. Does your district have specific performance standards (not course credits) for:

	yes	no	currently discussed
Promotion from elementary to middle school?	7.4%	48.1%	44.4%
Promotion from middle to high school?	9.3%	46.3%	44.4%
Graduation from high school?	15.1%	47.2%	37.7%

Part C: Opinions Regarding Performance Assessment from the District Perspective

C1. What are some of the major problems you encountered in implementing performance assessment?

Several of the themes that emerged in the 1996 survey had been raised in 1994. Time: There is never sufficient time for teachers to develop/administer/score/use results/develop units or rubrics, or for reaching agreement on standards with all staff and the community. Change: Concerns were expressed about resistance — to change, accountability, assessment—on the part of both teachers and the community, along with lack of acceptance or buy-in.

Two themes were noted more frequently in 1996 than in 1994. Costs: The costs of performance assessment are high, both in terms of money and time, as well as direct and indirect costs. Adequate funding must be provided for scoring, administration, training, development, and use of results. Staff Development: Performance assessment requires intense, ongoing staff development on the assessment itself, as well as adequate time for discussions with teachers in the same and different grade levels on use/interpretation of the scoring rubric.

C2. In what specific ways has performance assessment affected/influenced the quality of instruction and student learning in your district?

The results of the 1996 survey parallel those from 1994, with respondents seeing little impact of performance assessment. However, the mostly anecdotal evidence so far is positive, with some changes apparent in teaching, particularly around more focused instruction, and clearer expectations. There is some evidence that teachers and students are more engaged in the learning/teaching process, with perhaps more impact at K-5 than other grade levels. Overall, many feel it is still too early to discern any impact of performance assessment in the classroom, with the exception of writing.

C3. Down the road, what do you feel will be your district's next steps relative to the implementation of performance assessment?

The operative word is MORE! Respondents indicate they want to develop more and better assessments, provide more staff development and training opportunities for teachers, and provide more involvement of parents and community in the process. Several districts plan on increasing their benchmarks, standards, and rubrics by developing ones at other grades or for additional classes or courses, with much more attention on assessment.

Part D: Colorado-specific Questions

D1. What do you feel have been the three areas in your district impacted most significantly by the State content standards?

Four themes predominate the responses:

1. Increased emphasis on basics/core subjects of reading, writing, math, science, social studies.
2. Clearer focus on student and teacher expectations, with more focus on curriculum and assessment.
3. Greater alignment of curriculum, instruction, and assessment.
4. Elevated importance of staff development.

D2. What do you feel have been the three areas in your district impacted most significantly by your District's content standards?

Generally, the same four areas were mentioned as for D1, with three additional themes.

1. District content standards have helped bring teachers together with community/parents in a collaborative effort to develop standards and expectations.
2. Content standards have necessitated a critical look at curriculum and assessment programs, and their alignment.
3. Content standards have necessitated more communication between teachers from different levels and between schools.

D3. What percent of your workday is spent dealing with assessment, testing, or accountability issues?

The average percentage was 25%, with a high of 100% and a low of 1%.

D4. What is your current Districtwide Testing Plan?

Most districts indicated they administered a Norm Referenced Test (NRT) [mostly ITBS, CTBS, or Stanford), supplemented with a writing assessment and/or reading assessment. Few other performance assessments were noted as a part of their districtwide testing.

Supplemental Analyses of Colorado's Survey Results

Only slight changes are noted in the results for items used in both the 1994 and 1996 surveys. In general, the influence of state mandates has increased slightly, with more respondents perceiving the emphasis on state performance assessment as higher in 1996 than in 1994. A larger percentage in 1996 believe the emphasis on state performance assessments will increase during the next five years. Similar to the 1994 data, most districts in 1996 still develop performance assessments from scratch, with writing the subject area most frequently mentioned as a district performance assessment.

Looking at district level performance assessments, fewer respondents in 1996 felt the emphasis on performance assessment will significantly increase over the next five years, with more test directors wanting that emphasis to increase significantly compared to the 1994 survey results. Some 1996 respondents noted that they would like a decrease in the emphasis on performance assessments, which was not mentioned in 1994.

The Connecticut Perspective

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The Context of Assessment in Connecticut

Legislation as noted in the Connecticut General Statutes (Section 10-14) mandates a state-wide assessment be administered to all students at grades four, six and eight (called the Connecticut Mastery Test, or CMT) and at grade ten (called the Connecticut Academic Performance Test, the CAPT).

With the ultimate goal of improving student learning, the underlying purposes of the CMT and CAPT clearly articulated in the legislation are:

- to establish high performance standards for all students;
- to ensure that students can apply their academic skills to realistic, everyday problems;
- to promote better instruction and curriculum by providing timely reports of students' strengths and weaknesses; and,
- to provide an expanded measure of accountability across all of our schools.

Policy approved by the Connecticut State Board of Education further mandates the use of the CMT and CAPT for Title I program evaluation purposes.

Though Connecticut does not mandate districts to follow a specific curriculum and purchase designated textbooks, we are offered curriculum frameworks and assessments upon which we can focus at the local level on developing effective curriculum, instructional programming, assessments, and professional development.

Direction of Change in Connecticut

Prior to the implementation of the CMT and CAPT, the Ninth Grade Proficiency Test was administered state-wide. Nearly 95% of the students met the proficiency standards which were established. With the implementation of the mastery testing program in 1984 and 1985 at grades 4, 6 and 8 came reliance on what was called the "remedial standard". Educators reported the percent of students scoring above the state-wide remedial goal. Almost concurrent with the updating to the second generation of the test in 1993, the remedial standard was phased out while a focus was placed on the newly developed state goal. With the second generation of the test also provided the introduction of performance tasks such as grid-in, short answer, and extended response item formats in the language arts and mathematics areas. In addition to test format changes, modifications were made to content.

First piloted in 1993 and 1994, the CAPT has a format that is approximately eighty percent performance-based. In the fall of 1995, state-wide results of the CAPT given to all tenth graders in April of 1995 were released. Student performance was described for the very first time relative to the percent who met the high goal in each of the areas of Response to Literature, Editing, Total Language Arts, Mathematics, and

Interdisciplinary Tasks. This first-time release of data related to standards established as part of the CAPT showed an average of only one-third of the students meeting the goal in each of these three sections.

Timeline Highlights:

1980's	Ninth Grade Proficiency Test
1984-85	CT Mastery Test Introduced - Grade 4
1985-86	CT Mastery Test Introduced - Grades 6, 8
1991-92	Second Generation of CT Mastery Test - Grades 4, 6 and 8
1994-95	CT Academic Performance Test Introduced - Grade 10

The Content and Structure of the CT Mastery Test (CMT)

The CMT is designed to assess mathematics and language arts skills relative to what students are expected to have mastered by the end of grades three, five and seven. There are five sections on the language arts portion of the CMT. This involves two sections which assess reading, two components which assess writing, and one assessment of listening comprehension.

Based on the conceptual frameworks developed in the National Assessment of Educational Progress (NAEP), students' reading achievement is assessed in two ways. First, students are given the Degrees of Reading Power (DRP) test. It is in the DRP portion of the CMT whereby a state goal is established at each grade level. This is a test designed to measure a student's ability to understand nonfiction prose of varying levels of difficulty. The cloze reading comprehension procedure is used. The cloze approach is a holistic reading comprehension method whereby passages are written with key words deleted from the story. While all multiple choice distractors are syntactically similar and acceptable in the sentence, only one word makes sense within the context of the entire passage.

The second way students' reading achievement is assessed on the CMT is through a subtest called Reading Comprehension. In this section students are asked to demonstrate their ability to interpret and evaluate text by responding to both multiple choice and open-ended questions. The open-ended questions are posed with students being required to provide an answer rather than select the answer from four or five choices such as those provided in a multiple choice format. While overall excellence standards are not provided for this portion of the CMT, results are presented for the percent of students mastering the various reading comprehension objective clusters.

Similar to reading, students' writing achievement is assessed on two portions of the CMT. First, students are provided a writing prompt. They are asked to provide a written response to a given topic to determine how well they communicate in writing within a 45-minute session. Students may be asked to respond to a narrative (Tell a story about...), expository (Explain why...) or persuasive (Write a letter convincing...) prompt. It is this portion of the test whereby state goals are established. The second way students' writing is assessed is through a newer portion of the CMT called Written Communication. Students respond to multiple-choice questions to further assess their abilities to organize, compose, revise and edit a piece of writing. While overall standards are not indicated, the percent of students mastering each written comprehension objective cluster is calculated.

The fifth component of the language arts portion of the CMT is a subtest called Listening Comprehension. Students take notes using a graphic organizer while listening to a taped passage. They are then requested to respond to both multiple choice and open-ended questions. No overall standards are provided; however, the percent mastering each listening comprehension objective cluster is offered. Questions comparable to those noted under Reading Comprehension are offered.

The mathematics section of the CMT assesses students' abilities to grasp key concepts and solve realistic problems. The mathematics objectives assessed represent the areas of concepts, computation, estimation, problem solving, measurement and geometry. The eighth grade students also are evaluated on four algebra objectives. Sixth and eighth grade students may use calculators on some portions of the mathematics section of the CMT. They also may be provided with multiple-choice, or performance-based open-ended and grid-in questions.

The Content and Structure of the CT Academic Performance Test (CAPT)

With similar underlying purposes as the CMT, the CAPT is administered each spring to grade ten students. Beginning with the graduating class of 1997, students in grades eleven and twelve are offered the opportunity to re-take the CAPT in areas in which they fall below the state standards.

The CAPT consists of four areas: language arts, mathematics, interdisciplinary skills, and science.

Language arts is assessed in two ways. First, the Response to Literature portion assesses students' ability to read a short story and respond in writing to questions requiring analysis and interpretation of the story. The Editing section is a traditional multiple choice portion of the CAPT which assesses student's understanding of English conventions by presenting passages and asking them to correct common errors.

In the Science portion of the CAPT, students' understandings of important scientific concepts, as well as their applications of those concepts to realistic problems is measured. First, students take a science laboratory experiment. The areas in which they are then assessed include conceptual understandings (What do students know in science?), applications (What do they do with their scientific knowledge?), and experimentation (How do they know?). Content is drawn from the three major areas of life, physical and earth/space science.

The Interdisciplinary Task of the CAPT examines students' use of higher order thinking skills in an authentic, interdisciplinary context. More specifically, students are presented with an issue (such as "Should cigarette smoking be legalized?") which has two reasonable positions. Background information is provided with a packet of material with reading materials (and graphics) which contains a fair representation of each of the two reasonable sides to the issue. Students are requested to read the materials and then formulate their position. A persuasive written response to a target audience (such as congressman, newspaper editor or principal) is then required using the source documents to support the position.

The mathematics section of the CAPT assesses students' processes of problem solving and reasoning; communicating; and computing/estimating in four content areas (number and quantity; geometry, measurement and shape; statistics, probability and data; and, relations, functions and algebra). The CAPT focuses less on specialized knowledge, recall of facts and formulas, and more on generalized abilities and an integrated understanding of key concepts from everyday experiences. For example, given purchase and maintenance data related to two different types of cars, students are asked to determine which vehicle is cheaper to buy and to calculate the estimated expenses to occur over a five year period.

Scoring and Standards on the CMT and CAPT

Each student who takes the CMT and CAPT receives a report that describes each area of the test and shows the student's scores. Reports also are provided to classroom teachers, principals and others.

One of the most important indicators on these reports is information on the established standards called state goals. The state goals established by the State Department of Education in conjunction with teams of Connecticut educators may best be conceptualized as levels at which students are in the excellence category. They also may be characterized as the levels established to represent world-class standards. They neither represent remedial nor grade level performance, but the desired level of accomplishment.

To calculate an overall score for each section of the CMT and CAPT, regardless of test format, scores are calculated and compared to the established state standards. These standards are dependent upon grade level and subject area. For example, in mathematics a student must have 103 out of 121 points at grade four and 130 out of 172 points at grade eight to score above the statewide goal and, therefore, be in the excellence category. Similarly, mastery criteria for mathematics objectives and language arts objective clusters are dependent upon grade level.

On the CAPT, the statewide goals represent a demanding level of achievement that is reasonable to expect of students in the spring of their tenth grade. These goals were recently established by the State Board of Education based on recommendations of groups of educators, parents and business leaders, representing a cross-section of Connecticut communities. (Note that, to attain the goal in Language Arts, the student must score at or above the standard in both Response to Literature and Editing.)

In addition to the overall goal standard, one may examine student performance on various objectives or clusters of questions. As previously noted, on the CMT and CAPT there are some traditional multiple choice questions but, as noted, the growing trend is for more performance-based questions such as a response to a writing prompt, grid-in response, or an extended response format. For these performance-based questions, holistic rubrics are used to score the responses.

Overall Summary of Content, Format, and Standards of the CMT and CAPT

CMT (grades 4, 6, 8)	Multiple-Choice	Open-ended Performance Items	State Standards Established
Writing Prompt	-	**H**	X
Written Communication	X	-	-
Reading Comprehension	X	X	-
DRP	X	-	X
Listening Comprehension	X	X	-
Mathematics	X	X	X
CAPT (grade 10 and re-testers)			
Response to Literature	-	**H**	X
Editing	X	-	X
Interdisciplinary Tasks	-	**H**	X
Science	X	**H**	X
Mathematics	X	**H**	X

[A bold "H" indicates a heavy reliance on open-ended questions. Also, while not a part of the CMT or CAPT, physical fitness testing is required at grades 4, 6, 8 and 10.]

BEST COPY AVAILABLE

Title I Program Evaluation

The Connecticut State Board of Education has mandated the use of the CMT and CAPT for Title I evaluation purposes. This evaluation design incorporates an examination of the test results of all students attending a school the previous year, irregardless of whether or not they received or were eligible for Title I services. For example, a K-5 elementary school's Title I evaluation design would examine CMT results of students in grades 4 and 6. A composite score based on the percent of students scoring above the state goal (and those in other category groupings of scores with students moving toward the goal) will be calculated across reading (DRP), mathematics, and writing (writing prompt only). Each school and district will be required to show gains and attain a designated index score. Similarly, CAPT scores will be used to evaluate Title I schools having high school students. This same process will be used irregardless, for example, of whether the school places funds in reading, writing, and/or mathematics. Even if they opt to place funds toward early childhood education, the system will still be used. Districts were given the opportunity to implement this Title I evaluation design in examining student performance for the 1994-95 or the 1995-96 school year.

Some Current Issues Related to the CMT and CAPT

Relative to the CMT, numerous educators have expressed to the State Department of Education the need to publicly report results by more than the percent above the state goal. They indicate that reporting of students in three categories (goal, proficient, remedial) is beneficial and more informative. Some communities also feel that the timing of the test needs to be adjusted. They feel it should be later in the fall or the spring of grades 3, 5 and 7.

Relative to the CAPT, educators have strongly expressed to the State Department of Education numerous problems with the logistics of testing. The CAPT takes about seven hours to administer and incorporates a science lab. Given this significant amount of time, minimal diagnostic or instructional information is provided. Others feel that the established standards may be too high. A link between the CMT and CAPT also is not provided.

The State has recently begun to plan for the development of the third generation of the CMT. The State is investigating a closer link between the CMT and CAPT, for example, by including science or interdisciplinary task-type questions on the CMT.

Connecticut's Survey Sample

There are preK-12, regional, endowed/incorporated academies, elementary-only, secondary-only, and single school districts, across Connecticut. These 166 local public school districts and the 17 regional vocational-technical schools service a total of 497,863 public school students. This is in comparison to the 464,561 served in 1988-89. An examination of demographic student data reveals that 2.4% are Asian American, 13.3% African American, 11.4% Hispanic, .2% Native American, and 72.7% White. Need indicators show that 12.0% are students with a non-English home language, 23.5% receive free or reduced-proceed meals, and nearly 14% receive special education services.

As part of this study, a survey was mailed to all public school districts in Connecticut. This included regional districts but not regional centers. Districts representing the Department of Correction, Department of Children and Families and Department of Mental Retardation were not included. As a result of this effort,

87 individuals representing 104 (62.6%) of Connecticut's public school districts and approximately 253,195 students (about 50.1% statewide) were represented. Districts represented relative to student demographics included the following:

Free/Reduced Lunch:	
Less than 10% eligible	68.4%
10-19% eligible	15.8%
20-29% eligible	10.5%
Greater than 29% eligible	5.3%
Student Enrollment:	
Less than 1,000	19.5%
1,000-4,999	58.6%
5,000-9,999	17.2%
Greater than 9,999	4.6%
Special Education:	
Less than 10% eligible	5.0%
10-19% eligible	18.8%
20-29% eligible	52.5%
Greater than 29% eligible	23.8%
Type of District:	
Urban	12.3%
Suburban	59.3%
Rural	28.4%

It is felt that the demographics of the districts represented by the respondents are illustrative of public school districts throughout Connecticut.

Connecticut's survey results are summarized in the accompanying tables.

Connecticut's Survey Results

Part A: State-level Student Assessment Program

A1. To what degree do you feel that your state mandates influence your district's practices regarding performance assessment?

39.1%	Extremely influential	12.6%	Somewhat influential	1.1%	No influence at all
46.0%	Very influential	1.1%	Limited influence		

OVERALL MEAN = 4.21

A2. To what degree has the emphasis on performance assessments administered by the state to students in your district changed over the past five years?

63.2%	Significant increase	2.3%	No change	0%	Significant decrease
34.5%	Some increase	0%	Some decrease		

OVERALL MEAN = 4.61

A3. To what degree do you feel the emphasis on performance assessments administered by the state to students in your district will change in the next five years?

40.7%	Significant increase	2.3%	No change	0%	Significant decrease
57.0%	Some increase	0%	Some decrease		

OVERALL MEAN = 4.38

A4. To what degree does federal legislation (such as Title I, NAEP) influence your district's practices regarding performance assessment?

2.3%	Extremely influential	36.0%	Somewhat influential	10.5%	No influence at all
12.8%	Very influential	38.4%	Limited influence		

OVERALL MEAN = 2.58

A5. Overall, how would you categorize your statewide student assessment program?

33.7%	Extremely high-stakes	9.3%	Minimal stakes exist	0%	Extremely low-stakes
57.0%	Mostly high-stakes	0%	Mostly low-stakes		

OVERALL MEAN = 4.24

Part B: District-level Student Assessment Program (Questions B1-B11 refer to standardized district testing. The questions do not refer to assessments mandated by the state or those administered in the district ONLY at selected schools or within particular classrooms. They refer to those assessments administered in a standardized way to all students at a designated grade level.)

B1. Which of the following **BEST** describes the method you used in implementing performance assessments?

17.4% Started from scratch
24.4% Obtained from publisher
47.7% Adapted from state assessment program
11.6% Adapted materials from another district or state
7.0% Used materials from another district or state
15.1% Other (please explain) _____

B2. Using the table provided, place an "X" in the box(es) corresponding to the subject area(s) and grade level(s) in which you use performance assessment as part of your district-wide testing program to supplement information from the state's assessment program. Be sure to indicate only those subject areas and grade levels where performance assessment is used in a standardized manner, that is, where all students at the grade level are given the same task and it is scored in a uniform manner.

Grade Level:	PreK-2	3-5	6-8	9-12
Reading	36.5	58.8	55.3	22.4
Writing	34.1	68.2	63.5	37.6
Mathematics	27.1	60.0	51.8	20.0
Science	7.1	12.9	18.8	23.5
Social Studies	5.9	7.1	5.9	8.2
Physical Education	10.6	14.1	17.6	11.8
The Arts	7.1	9.4	11.8	10.6
Other (Please specify.) _____	2.4	4.7	4.7	3.5

B3. To what degree has the emphasis on performance assessment as part of your district-level student assessment program changed over the past five years?

40.5% Significant increase 8.3% No change 1.2% Significant decrease
50.0% Some increase 0% Some decrease

OVERALL MEAN = 4.29

B4. To what degree do you feel the emphasis on performance assessment as part of your district-level student assessment program will change in the next five years?

50.0% Significant increase 7.1% No change 0% Significant decrease
41.7% Some increase 1.2% Some decrease

OVERALL MEAN = 4.41

B5. Personally, to what degree would you like the emphasis on performance assessment as part of your district-level student assessment program to change over the next five years?

41.7% Significant increase 8.3% No change 1.2% Significant decrease
44.0% Some increase 4.8% Some decrease

OVERALL MEAN = 4.20

B6. What sources do you use to obtain information on performance assessment? (Check all that apply.)

85.9%	Publications from state	33.7%	Publications from the district
86.0%	Journals	91.9%	Professional Organizations
70.9%	Information from colleagues	23.3%	Other (please specify) _____

B7. Over the past year, on average, what percent of the individuals in each category listed below do you feel has received professional development in the area of performance assessment?

	Mean
Classroom teachers	52.0%
Administrators	56.4%
Teachers in specialized areas (*e.g.*, art, music)	36.6%
Special education and related services staff	48.7%

B8. Who provides professional development opportunities in the area of performance assessment to staff? (Check all that apply.)

80.0%	Outside private consultants
67.4%	State Department of Education staff
66.3%	District curriculum administrators/coordinators
44.2%	District testing administrators/coordinators
75.6%	Teachers employed by the district

Of those checked above, who has the PRIMARY responsibility in this area?

#1	District Curriculum (63.9 %)
#2	District Test (8.3 %)
#3	Consultant (18.1%)

B9. To date, how important a role do you feel performance assessment plays in enhancing instruction?

27.2%	Extremely influential	28.4%	Somewhat influential	2.5%	No influence at all
35.8%	Very influential	6.2%	Limited influence		

OVERALL MEAN = 3.79

B10. In what ways have parents been informed and/or involved in your district (not state) performance assessments? (Check all that apply.)

5.8%	No information or involvement
65.1%	Information provided to parents in newsletters
25.6%	Information provided to parents in specially prepared pamphlets by the district
59.3%	Parents are routinely provided child's results
67.4%	Presentations/workshops at PTO/PTA or other parent meetings
24.4%	Specially developed workshops are provided to parents
7.0%	Video and/or television is used to inform parents
2.3%	Parents are involved in developing performance assessments
3.5%	Parents are involved with scoring performance assessments
4.7%	Other (Please indicate.) _____

B11. Does your district have specific <u>performance standards</u> (not course credits) for:

	yes	no	currently discussed
Promotion from elementary to middle school?	4.8%	84.3%	10.8%
Promotion from middle to high school?	7.2%	80.7%	12.0%
Graduation from high school?	15.3%	71.8%	12.9%

Part C: Opinions Regarding Performance Assessment from the District Perspective

C1. What are some of the major problems you encountered in implementing performance assessment?

There was general consensus among Connecticut's respondents relative to the major problems encountered during the implementation of performance assessment: time and professional development. For example, while one individual shared that "There is a lack of time to provide detailed and committed professional development", another commented that "time [needed] requires additional teacher workload and subsequent reluctance to add new tasks." While time and professional development were the two areas most often cited, areas cited by many others included finances, reliability and validity issues, and teacher resistance. A few also noted a lack of commitment from leadership, resistance from parents, and the lack of clarity relative to standards.

C2. In what specific ways has performance assessment affected/influenced the quality of instruction and student learning in your district?

A very wide range of responses was received. Some individuals pointed to specific content such as writing across the curriculum and mathematics problem solving. Others shared that the influence came in the form of more dialogue on standards and defining/refining classroom goals and/or the curriculum objectives. An increased focus on higher order thinking skills, more application-type questions, and more focused instruction also were cited. A few indicated that more dialogue and inter-level and inter-disciplinary discussions have resulted while a few noted that it was still too early to see an impact on the instructional program.

C3. Down the road, what do you feel will be your district's next steps relative to the implementation of performance assessment?

A recurring theme from Connecticut's educators relative to the next steps in the implementation of performance assessment was the developed of standards and/or benchmarks in both areas assessed on the CMT and CAPT as well as other areas. A few of the districts indicated that they are considering the use of the CAPT as a graduation requirement. Others noted the need for continues professional development offerings, implementation and oversight of portfolio assessment, and the exploration of the use of technology to assist in this process.

Part D: Connecticut-specific Questions

D1. The Commissioner has recently been requested to consider the time when the CMT is administered. Currently, for example, the grade 4 CMT administered each fall assesses skills students are expected to have mastered by the end of third grade. Which of the following statements **BEST** describes your opinion on this CMT issue?

33.3%	It should continue to be administered each fall at grades 4, 6 and 8.
25.9%	The content should be slightly modified but be administered each spring at grades 3, 5 and 7.
40.7%	It should be administered each spring at grades 4, 6 and 8 and the content adjusted accordingly.

Results indicate no clear indication of the best time to administer the CMT.

D2. What one suggestion for improvement would you like to offer regarding the CMT Assessment Program?

Aspects of the administration of the writing prompt was the overwhelming theme to emerge relative to the offering for one suggestion for improvement in the CMT program. While some individuals indicated that the reliability and scoring of the prompt is of utmost concern, others simply requested that Connecticut's teachers should score the student responses or that the scored responses should be returned to the districts. A few also recommended more specific feedback about writing such as that which had been received when prompts were analytically scored.

A second major theme to emerge was the request for a faster turn-around time of results. Currently, the CMT is administered in September/October and results are received by districts in December. Educators felt the need to receice results in a more expedient manner.

The third major theme related to how results are reported. Individuals requested the return to reporting the percent above goal, proficient and remedial as opposed to only the percent above goal which is currently reported.

A couple of individuals also cited an interest in the inclusion of science and/or social studies on the grades 6 and 8 CMT.

D3. What one suggestion for improvement would you like to offer regarding the CAPT Assessment Program?

The amount of time taken "away from instruction" for the administration of the CAPT and the need for a faster turn-around period of the results were the two most often areas cited relative to suggested improvements to the CAPT program. The reporting of "more realistic" levels/standards, the release of more sample items, and greater focus on the interdisciplinary tasks, return of scored student works, and giving the CAPT "more teeth" were also offered by a few of the respondents.

D4. What do you feel have been the <u>three areas affected most significantly</u> with the implementation of the CMT and/or CAPT?

A re-examined curriculum, new instructional methodologies and increased focus on professional development relative to assessment were cited as areas most significantly impacted. When the

respondent cited a particular area of the curriculum, it was often writing. Also noted often were mathematics and reading. An increased focus on problem solving and critical thinking skills also were provided. A few individuals shared the negative aspect of public relations with respect to the state standards.

D5. What is your current District-wide Testing Plan? include only tests administered to ALL students at that grade. (Therefore, please do not include SATs, PSAT, or Advanced Placement tests.) For example, you may give the "(Metropolitan Achievement Test [MAT-7] Rd and Ma in the fall at grades 3, 5 and 9" or the alternate grade "CMT Ma at grades 3 and 7" or the "DRP at grades 2-12 each fall."

Compared to previous years, there has been a significant decrease in norm-referenced tests administered by Connecticut's school districts. However, most district are now supplementing their testing programs with the recently released CMT at grades 3, 5 and 7 (or are at least planning to do so). A few districts assess areas beyond reading, mathematics, and writing. [A reference source currently is being prepared for districts based on information supplied in response to this question.]

Supplemental Analyses of Connecticut's Survey Results

Given that in 1994 and in 1996 the same sampling methodology was employed and some of the questions administered were comparable, it is interesting to note the degree to which there has been a change in perception regarding the impact of the CMT and CAPT programs. The following table summarizes these findings.

	1994	1996
State mandates influence district's practices:	4.01	4.21
Emphasis on performance assessment by state has changed:	4.42	4.61
Emphasis on performance assessment will change by state:	4.45	4.38

Summary Highlights of Connecticut's Survey Results

Connecticut's statewide assessment programs, the CMT and CAPT, are clearly eclectic. Both include the traditional-choice along with the more performance-based items. Over time these performance-based items have been introduced and with them has come a more direct focus on higher standards. Writing is the one area where performance-based assessment is most prevalent both in the state programs and in local district testing programs. Survey results indicate an extremely high influence the state's assessments programs have on Connecticut's districts relative to curriculum, instruction, professional development, and assessment. In contrast, federal legislation such as Title I has minimal influence. This is perhaps, in part, because the use of the CMT and CAPT as the instruments to be employed for Title I evaluation purposes will be implemented on a mandatory basis for the 1995-96 school year. Upon the release of the results next year, this perceived level of impact may change. Finally, while there has been no significant controversy, Connecticut's educators report the need for more immediate CMT and CAPT results, the desire for the return of scored student responses, the request for various levels of reporting (rather than just the percent above the state goal), and the awareness that professional development continues to be needed.

The Illinois Perspective

Carole Perlman
Chicago Public Schools, Illinois

The Context of Assessment in Illinois

In 1985 Illinois enacted school reform legislation that required the state to develop learning goals in the "fundamental learning areas:" language arts, mathematics, biological and physical sciences, social sciences, fine arts, and physical development and health. Attainment of those goals was to be measured by a new state assessment, the Illinois Goal Assessment Program (IGAP). Districts were mandated to establish learning objectives consistent with the state goals and to conduct local assessments to determine the degree to which their students were meeting the objectives. Both local and state assessments have undergone considerable evolution since 1995.

State Assessment

As it was originally envisioned, IGAP would eventually assess achievement in all of the six fundamental learning areas listed above at grades 3, 6, 8 and 11. IGAP made it debut in 1988 as an elementary level reading test. Scores were reported only at the school level and additional testing was phased in every year from 1989 to 1993. However, it became apparent early on that educators felt that there was going to be too much testing at those grades and too many subjects being tested. At the same time, there was pressure from the legislature for individual student scores. In 1991 new legislation moved some testing to other grades and changed proposed annual statewide assessments in fine arts and in physical development and health to occasional special studies. The same legislation required that individual student scores be given, causing the test length to double to two 40-minute session per subject. Students in grades 3, 6, 8 and 10 are now assessed in reading, math and writing. Students in grades 4, 7 and 11 are tested in science and social studies. The IGAP reading assessment uses fairly long reading passages and has multiple choice items that may have one, two or three correct answers and the IGAP writing assessment is a performance assessment. All other IGAP assessments use a conventional multiple choice format.

At least three of IGAP assessments represented a profound departure from the standardized tests that many districts were accustomed to using. The reading assessment differed substantially in format, if not in the types of comprehension skills assessed. (There were also items assessing prior knowledge, metacognitive skills and literacy experiences but those didn't "count" in the sense of being included in the comprehension score.). The mathematics tests, aligned with state goals based on National Council of Teachers of Mathematics standards, emphasized algebra, geometry, measurement, estimation, and probability and data interpretation as much as number concepts and skills. All items required the student to either solve a problem or to demonstrate conceptual knowledge; there were no disembodied computation problems on IGAP. In writing, the difference between old and new assessments was the greatest. Schools that assessed writing with multiple choice spelling, punctuation and usage tests, found that a direct writing assessment scored for focus, supporting details and arguments, organization and conventions required a host of additional skills that their standardized tests didn't measure. Based on anecdotal evidence and years of steadily increasing IGAP math and writing scores (at least at the elementary level), it seems likely that IGAP has had some influence on local practice.

IGAP reading, math, science and social studies scores are reported on a 500-point scale. The first year a

subject is tested, the state mean is set to 250, with a standard deviation of 100. Each school's IGAP report shows mean scale score, a confidence interval, and an estimate of the percentage of students who would have scored in each of the four quarters of the national norm distribution, had they taken a norm-referenced test instead of IGAP (this estimate is obtained by linking IGAP with a norm-referenced test). Writing scores are reported using the state's 6-point rubric, which yields both analytic scores and holistic "integration" score. In 1992-93 the state established performance standards in reading, writing, math, science and social studies; since then the state has reported the percentage of students not meeting state goals, meeting state goals, and exceeding state goals on IGAP. Based on the relative percentages of students in those three categories, the school itself is assigned one of those categories as well (schools with more than 50% of their scores in the "does not meet the state goals" range are designated as not meeting state goals.

IGAP results are reported to the public in annual school report cards that are subject of energetic newspaper coverage. although IGAP is a low stakes assessment for students (much to the chagrin of high school principals, some of whom have expressed an interest in using IGAP scores in computing course grades), it has become an increasingly high-stakes test for school and district administrators. The reason is that in 1993, IGAP scores became one of the three factors considered in the state's school accreditation process (the other two are compliance with the Illinois School Code regulations and the school's curriculum-instruction-assessment framework and school improvement planning process, described in the next section). If its students do not perform well enough on IGAP, a school is subject to a variety of sanctions ranging from placement on the state's academic watch list to being shut down. It has become commonplace for school on the academic watch list to engage in extensive IGAP preparation activities, including practice on school-developed tests that resemble IGAP. However, if one is trying to trace the influence of assessment legislation in Illinois, IGAP is only part of the story and not even the major part. For this, one must look to the assessment that school-and district-level assessments that are done in response to state requirements.

State-Mandated Local Assessment

The 1985 requirement for local assessment was not a particularly rigorous one. Most districts complied by administering a norm-referenced test, some developed or purchased criterion-referenced tests and some, like Chicago, used a combination of the two. Districts had to submit a statement that the test(s) in question assessed the district's instructional objectives at grades 3, 6, 8 and 11. They also had to have evidence of the validity, reliability and nondiscrimination of those assessments, but the state was perfectly willing to accept information contained in the publishers' test manuals.

The situation changed drastically in 1991-92, when the Illinois State Board of Education unveiled their new school accreditation system. At the heart of that system was the development of an elaborate curriculum, instruction and assessment framework to be developed by each school. To create this framework, every school faculty was expected to collaboratively develop content standards aligned with each of the 34 state goals for learning, that were broader in focus than the earlier objectives, and that involved critical thinking skills. The content standards, which were to be aligned with each of the state's goals for learning, were to be developed for at least two grades in K-8 schools and at least one grade at most others. Teachers had to plan and document that they deliver instruction aligned with the outcomes. In addition, school staff had to select or create a minimum of two assessments per content standard that were aligned with both the standard and instruction. Assessments were to be developed in language arts, math, science, social studies, fine arts, and health and physical development and at least half were required to be performance assessments. Schools were required to set performance standards for each content standard, and to establish annual target percentages of students attaining each standard. Schools were also required to compile exhaustive documentation of the validity, reliability and fairness of all assessments. Assessment data were to be extensively analyzed and reported to the public for the entire school and disaggregated by a host of group membership variables. Ultimately, the assessment results were intended to inform the development of

annual school improvement plans. Continued state accreditation was partly contingent upon successful implementation of the curriculum-instruction-assessment system, participation in the school improvement planning process, and attainment of the performance standards. Extensive written evidence of all of these, entailing a massive amount of paperwork, was submitted to state "Quality Review" specialists who visited about a fifth of all schools each year. Schools had until fall 1995 to complete their frameworks and associated elaborate documentation, a staggering task under any circumstances, but particularly so in a state that requires no measurement training certification. Up until fall 1995 schools had to provide evidence to the state that they were making progress in establishing and implementing the framework and school improvement planning process.

Recent Changes

It became very obvious that few schools would have their entire curriculum-instruction-assessment systems up and running in all subjects by fall 1995. In the early part of that year, the state made it clear that it would issue waivers to schools that were working on their frameworks, but needed more time. In the summer, the state superintendent of schools, who arrived in 1994, announced that the Quality Review visits would be suspended indefinitely, while a consultant studied the Quality Review process and made recommendations for changes. Schools were told that the state assessment would be the only criterion used to determine which schools would be targeted for the academic watch list and other sanctions. School staff were led to believe that there would be no state mandates regarding the type and amount of local assessment.

There were many other changes coming from Springfield. During the 1994-95 school year a massive effort was launched to replace the 34 state goals for learning with much more detailed content and performance standards. In 1995 the superintendent announced that he wanted the state assessment to change, becoming more performance-based, providing more data about individual students, and becoming a higher-stakes assessment for students, perhaps by the addition of a certificate of initial mastery for high school students. The new state assessment would be aligned with the standards, but exactly what form it will take remains unclear. The project team that was charged with the task of redesigning the assessment system has barely begun its work. The waters were further muddied last month, when the superintendent announced that the revised IGAP wouldn't appear until 2000 at the earliest and that he "envision[s]...that the revised IGAP will include local assessments that have been or may be developed as part of a local school's or school district's effort to improve student learning. Since the revised form has not been developed, the precise relationship between state and local components has yet to be fully described." (Illinois State Board of Education *Superintendent's Bulletin*, No. 96A-14, March 8, 1996). Many educators are understandably confused about just what kinds of state and local assessment will be required in the future.

Starting in the 1995-96 school year, Illinois will be using IGAP to evaluate compensatory educational programs funded under Title I of the Improving America's Schools Act. A measure of "adequate yearly progress" has not yet been established, but it is likely to involve moving students from to higher levels of the continuum that ranges from "does not meet state goals," to "meets state goals" to "exceeds state goals." It is also not clear whether any additional indicators, including local assessment results, will be used in addition to IGAP.

Illinois' Survey Sample

There are a total of 905 school districts in Illinois: 392 (43.3%) elementary, 105 (11.6%) secondary, and 408 (45.1%) unit districts. These districts serve a total of 1,916,172 students. Of those students, 5.6% have limited English proficiency, 13.1% receive special education services, and 34.00% are eligible for free or

reduced price lunch. For this study, a survey was mailed to the IGAP coordinator in 181 districts (20%) of the total. Responses were received from 59 or 32.6% of the districts surveyed. Collectively, 563,402 students are enrolled in these districts, which are 32.2% elementary, 16.9% secondary, and 50.8% unit.

Free/Reduced Lunch:	Less than 10% eligible	8.9%	
	10-19% eligible	3.6%	
	20-29% eligible	7.1%	
	Greater than 29% eligible	80.4%	
Student Enrollment:	Less than 1,000	42.4%	
	1,000-4,999	42.4%	
	5,000-greater	15.3%	
Special Education:	Less than 10% eligible	16.7%	
	10-19% eligible	40.7%	
	20-29% eligible	27.8%	
	Greater than 29% eligible	14.8%	
Type of District:	Urban	13.8%	
	Suburban	24.1%	
	Rural	55.2%	(missing 6.9%)

Illinois' Survey Results

Part A: State-level Student Assessment Program

A1. To what degree do you feel that your state mandates influence your district's practices regarding performance assessment?

35.6%	Extremely influential	13.6%	Somewhat influential	1.7%	No influence at all
44.1%	Very influential	5.1%	Limited influence		

OVERALL MEAN = 4.07

A2. To what degree has the emphasis on performance assessments administered by the state to students in your district changed over the past five years?

61.0%	Significant increase	8.5%	No change	6.8%	Significant decrease
23.7%	Some increase	0%	Some decrease		

OVERALL MEAN = 4.32

A3. To what degree do you feel the emphasis on performance assessments administered by the state to students in your district will change in the next five years?

22.0%	Significant increase	11.9%	No change	11.9%	Significant decrease
33.9%	Some increase	18.6%	Some decrease		

OVERALL MEAN = 3.31%

A4. To what degree does federal legislation (such as Title I, NAEP) influence your district's practices regarding performance assessment?

5.1%	Extremely influential	39.0%	Somewhat influential	13.6%	No influence at all
8.5%	Very influential	33.9%	Limited influence		

OVERALL MEAN = 2.58

A5. Overall, how would you categorize your statewide student assessment program?

16.9%	Extremely high-stakes	28.8%	Minimal stakes exist	8.5%	Extremely low-stakes
37.3%	Mostly high-stakes	8.5%	Mostly low-stakes		

OVERALL MEAN = 3.41

Part B: District-level Student Assessment Program (Questions B1-B11 refer to standardized district testing. The questions do not refer to assessments mandated by the state or those administered in the district ONLY at selected schools or within particular classrooms. They refer to those assessments administered in a standardized way to all students at a designated grade level.)

B1. Which of the following **BEST** describes the method you used in implementing performance assessments?

71.2% Started from scratch
11.9% Obtained from publisher
13.6% Adapted from state assessment program
5.1% Adapted materials from another district or state
5.1% Used materials from another district or state
3.4% Other (please explain) _____

B2. Using the table provided, place an "X" in the box(es) corresponding to the subject area(s) and grade level(s) in which you use performance assessment as part of your district-wide testing program to supplement information from the state's assessment program. Be sure to indicate only those subject areas and grade levels where performance assessment is used in a standardized manner, that is, where all students at the grade level are given the same task and it is scored in a uniform manner.

Grade Level:	PreK-2	3-5	6-8	9-12
Reading	40.7	61.0	55.9	40.7
Writing	39.0	74.6	71.2	61.0
Mathematics	35.6	64.4	62.7	50.8
Science	27.1	64.4	52.7	59.3
Social Studies	27.1	54.2	50.8	52.5
Physical Education	29.3	53.4	53.4	51.7
The Arts	25.9	50.0	44.8	44.8
Other (Please specify.) _____	3.4	3.4	6.9	5.2

B3. To what degree has the emphasis on performance assessment as part of your district-level student assessment program changed over the past five years?

69.5% Significant increase 1.7% No change 0% Significant decrease
28.8% Some increase 0% Some decrease

OVERALL MEAN = 4.68

B4. To what degree do you feel the emphasis on performance assessment as part of your district-level student assessment program will change in the next five years?

18.6% Significant increase 15.3% No change 10.2% Significant decrease
47.5% Some increase 8.5% Some decrease

OVERALL MEAN = 3.56

B5. Personally, to what degree would you like the emphasis on performance assessment as part of your district-level student assessment program to change over the next five years?

11.9% Significant increase 8.5% No change 8.5% Significant decrease
57.6% Some increase 13.6% Some decrease

OVERALL MEAN = 3.51

B6. What sources do you use to obtain information on performance assessment? (Check all that apply.)

84.7%	Publications from state	23.7%	Publications from the district
62.7%	Journals	74.6%	Professional Organizations
81.4%	Information from colleagues	27.1%	Other (please specify) _____

B7. Over the past year, on average, what percent of the individuals in each category listed below do you feel has received professional development in the area of performance assessment?

	Mean
Classroom teachers	68.4%
Administrators	80.4%
Teachers in specialized areas (*e.g.*, art, music)	73.8%
Special education and related services staff	57.0%

B8. Who provides professional development opportunities in the area of performance assessment to staff? (Check all that apply.)

78.0%	Outside private consultants
62.7%	State Department of Education staff
72.9%	District curriculum administrators/coordinators
35.6%	District testing administrators/coordinators
62.7%	Teachers employed by the district

Of those checked above, who has the PRIMARY responsibility in this area?

#1	State Department (58.0 %)
#2	District Curriculum (26.9 %)
#3	Consultant (11.5%)
#4	Teachers (9.6%)
#5	District Test Coordinator (7.7%)

B9. To date, how important a role do you feel performance assessment plays in enhancing instruction?

3.4%	Extremely influential	55.2%	Somewhat influential	3.4%	No influence at all
12.1%	Very influential	12.2%	Limited influence		

OVERALL MEAN = 3.22

B10. In what ways have parents been informed and/or involved in your district (not state) performance assessments? (Check all that apply.)

8.6%	No information or involvement
74.6%	Information provided to parents in newsletters
30.5%	Information provided to parents in specially prepared pamphlets by the district
59.3%	Parents are routinely provided child's results
49.2%	Presentations/workshops at PTO/PTA or other parent meetings
5.1%	Specially developed workshops are provided to parents
3.4%	Video and/or television is used to inform parents
6.8%	Parents are involved in developing performance assessments
0%	Parents are involved with scoring performance assessments
13.6%	Other (Please indicate.) _____

B11. Does your district have specific <u>performance standards</u> (not course credits) for:

	yes	no	currently discussed
Promotion from elementary to middle school?	6.0%	84.0%	10.0%
Promotion from middle to high school?	5.8%	82.7%	11.5%
Graduation from high school?	10.2%	79.6%	10.2%

Part C: Opinions Regarding Performance Assessment from the District Perspective

C1. What are some of the major problems you encountered in implementing performance assessment?

The most frequently cited problem was time; time to develop, administer and score assessment, pressure of state deadlines, time needed for inservice training, scheduling problems, taking time away from classroom instruction for test development. Almost as frequently cited as teachers' lack of training and expertise in assessment development. This was followed by difficulties in establishing reliability, validity, and uniform implementation; faculty resistance or lack of buy-in; burdensome paperwork related to the state's Quality Review process; and the cost of assessment development. Others cited a lack of good model assessments, problems in arriving at consensus about what should be assessed and how; and difficulties in developing assessments.

Responses were similar to those from the 1994 survey. The only differences were increasingly frequent mention of validity and reliability and complaints about paperwork.

C2. In what specific ways has performance assessment affected/influenced the quality of instruction and student learning in your district?

About 15% of those responding to this item said that performance assessment had had little or no effect on instruction and learning. The rest most frequently mentioned the teachers were forced to think about and better focus on what they were teaching, resulting in better organized instruction, better articulation between grades and subjects, and more active, "hands-on" learning. One respondent said that it "forced 'traditional' teachers to grow and improve." Others indicated that there was more interdisciplinary instruction, more attention paid to thinking skills, better writing instruction, and increased student motivation and interest. In general, these respondents seemed more positive than those who responded to the 1994 survey.

C3. Down the road, what do you feel will be your district's next steps relative to the implementation of performance assessment?

A third of those responding, said they weren't sure, citing recent changes in state requirements. Two typical responses were "I wish I knew!" and "That depends on state mandates, which seem to change daily." A second group, also a third of the respondents, said that they did not foresee changing course and that they planned to continue development, implementation and revision of their performance assessments A fifth of the respondents said that they would continue to use performance assessments, but that they would streamline their assessment system in some way, by reducing the number of subjects, the number of assessments, or the paperwork that the state Quality Review system entailed. Several expected to expand their assessment system to more grades, conduct further inservice training, create performance standards, or do more integration across subject areas. Several indicated that there would be less use of performance assessments. Others said that the recent changes enabled them to reflect on the assessments they've created: "[The next steps are] to take a breather in writing the assessments and go back to make sure those we have in place are quality assessments. And that we know how to use them in the learning process."

Part D: Illinois-specific Questions

D1. What is your reaction to changes in assessments required as part of the Quality Review?

Responses were overwhelmingly positive, citing less time pressure, less paperwork, relief from too much testing, and more local control. However, many of those who applauded the changes also expressed some regret, saying the process was worthwhile and wondering if the flaws couldn't have been fixed by eliminating some requirements and paperwork or possibly extending the deadline for implementation. ("The framework and theory of Quality Review were very good. However, the implementation process and timelines were impossible." "The intent to change instructional practices is good. The focus on joining instruction and assessment is good. The paperwork and timeframe were not based on each district's needs.") A number of respondents expressed frustration and exasperation over the changes and felt that the state was sending the wrong message (Sample comments: "The state has, in effect, rewarded those who spent the last 4 years goofing off. Many of those who were conscientious now feel like fools." "One more change mid-stream that leaves many hanging!" "I'm more anxious about teachers' reactions, their morale. We need to find a way to eliminate some of the redundancy of the state's old [Quality Review] testing requirements while validating the considerable efforts of teachers in writing assessments, assessments, assessments."). One respondent said that by using IGAP as the sole determining factor for putting a school on the academic watch list, the state was doing exactly the opposite of what they had required the districts to do — use multiple measures.

D2. If there were no requirements for you to do local assessments, would you still keep any parts of your assessment system? If so, what parts and why?

Except for the two respondents who said they would not and three that were undecided, all others said that they would keep at least some part of their assessment system, although a substantial number said that the system would be altered, by dropping some subjects or assessments (perhaps by going from two assessments per outcome to one), or by allowing individual schools or teachers to decide what they would keep. Several indicated that their districts would keep standardized testing and criterion-referenced tests. Here are some sample comments:
"Hopefully, It was the spark we needed to jump-start the district."
"Yes, part of strategic plan."
"Yes. Objective and performance measures of student achievement needed."
"Yes — allow for all students to engage in performance assessment, but not to the degree currently required."
"We would keep the local writing assessments and standardized testing in some benchmark grades."
"Yes, math science, phys. ed."
"Yes, many especially performance assessment. It's good stuff."
"Yes —are tied to locally developed outcomes—what we feel is important."
"The parts that are giving meaningful results or parts that are being used."
"Yes! They address our curriculum specifically."

An Inter-state Comparative Analysis

In order to make comparisons across the four states on the Likert-type items, an analysis of variance (ANOVA) was used to determine if significant differences existed among the means. The F (*df*) and *p* values which are presented reflect these results. When statistical significance was obtained, the conservative post hoc Scheffé test was employed to determine where the difference(s) existed. Please note that in the interest of space, abbreviated source tables have been provided.

State-level Student Assessment Program

A1. To what degree do you feel that your state mandates influence your district's practices regarding performance assessment? [5= Extremely influential; 1=Limited influence]

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	3	18.84	6.28	7.40	.0001
Within Groups	280	237.58	.84		
Total	283	256.43			

California	3.65
Colorado	3.63
Connecticut	4.21
Illinois	4.07

Differences Exist:
Connecticut and Colorado
Connecticut and California

A2. To what degree has the emphasis on performance assessments administered by the state to students in your district <u>changed</u> over the past five years? [5=Significant increase; 1=Some decrease]

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	3	28.66	9.55	10.37	.0001
Within Groups	279	256.85	.92		
Total	282	285.51			

California	3.86
Colorado	3.92
Connecticut	4.61
Illinois	4.20

Differences Exist:
Connecticut and Colorado
Connecticut and California

A3. To what degree do you feel the emphasis on performance assessments administered by the state to students in your district will change in the next five years? [5=Significant increase; 1=Some decrease]

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	3	51.28	17.09	19.40	.0001
Within Groups	279	245.84	.88		
Total	282	297.13			

California	4.07
Colorado	4.46
Connecticut	4.38
Illinois	3.30

Differences Exist:
Illinois with California, Colorado, and Connecticut

A4. To what degree does federal legislation (such as Title I, NAEP) influence your district's practices regarding performance assessment? [5= Extremely influential; 1=Limited influence]

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	3	31.39	10.46	11.54	.0001
Within Groups	279	252.98	.90		
Total	282	284.38			

California	3.33
Colorado	3.01
Connecticut	2.58
Illinois	2.57

Differences Exist:
California and Illinois
California and Connecticut

A5. Overall, how would you categorize your statewide student assessment program? [5=Extremely high-stakes; 1=Mostly low-stakes]

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	3	70.12	23.37	20.16	.0001
Within Groups	278	322.31	1.15		
Total	281	392.44			

California	3.14
Colorado	3.03
Connecticut	4.24
Illinois	3.41

Differences Exist:
Connecticut with California, Colorado, and Illinois

B3. To what degree has the emphasis on performance assessment as part of your district-level student assessment program changed over the past five years?

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	3	22.33	7.44	14.53	.0001
Within Groups	279	141.38	.51		
Total	282	163.71			

California	3.89
Colorado	4.11
Connecticut	4.29
Illinois	4.68

Differences Exist:
Connecticut and California
Illinois with California, Connecticut and Colorado

B4. To what degree do you feel the emphasis on performance assessment as part of your district-level student assessment program will change in the next five years?

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	3	31.40	10.46	14.28	.0001
Within Groups	276	202.30	.73		
Total	279	233.71			

California	4.21
Colorado	4.46
Connecticut	4.40
Illinois	3.55

Differences Exist:
Illinois with California, Colorado, and Connecticut

B5. Personally, to what degree would you like the emphasis on performance assessment as part of your district-level student assessment program to change over the next five years?

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	3	27.79	9.26	11.51	.0001
Within Groups	275	221.39	.8051		
Total	278	249.19			

California	4.21
Colorado	4.41
Connecticut	4.20
Illinois	3.51

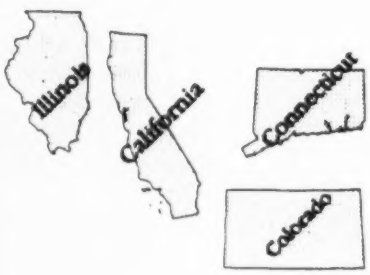
Differences Exist:
Illinois with California, Colorado, and Connecticut

Appendix A:

Inter-state Survey

STUDENT PERFORMANCE ASSESSMENT ACROSS CA, CO, CT AND IL

District Characteristics:



1995-96 enrollment: ..... _____ students
Grade levels served by district: ..... _____ to _____
Percent free/reduced lunch or AFDC: ..... _____ %
Percent Limited English Proficient: ..... _____ %
Percent Special Education: ..... _____ %

Type of district (select one): Urban / Suburban / Rural

Part A: State-level Student Assessment Program

A1. To what degree do you feel that your state mandates influence your district's practices regarding performance assessment?

_____ Extremely influential _____ Somewhat influential _____ No influence at all
_____ Very influential _____ Limited influence

A2. To what degree has the emphasis on performance assessments administered by the state to students in your district changed over the past five years?

_____ Significant increase _____ No change _____ Significant decrease
_____ Some increase _____ Some decrease

A3. To what degree do you feel the emphasis on performance assessments administered by the state to students in your district will change in the next five years?

_____ Significant increase _____ No change _____ Significant decrease
_____ Some increase _____ Some decrease

A4. To what degree does federal legislation (such as Title I, NAEP) influence your district's practices regarding performance assessment?

_____ Extremely influential _____ Somewhat influential _____ No influence at all
_____ Very influential _____ Limited influence

A5. Overall, how would you categorize your statewide student assessment program?

_____ Extremely high-stakes _____ Minimal stakes exist _____ Extremely low-stakes
_____ Mostly high-stakes _____ Mostly low-stakes

Part B: District-level Student Assessment Program (Questions B1-B11 refer to standardized district testing. The questions do not refer to assessments mandated by the state or those administered in the district ONLY at selected schools or within particular classrooms. They refer to those assessments administered in a standardized way to all students at a designated grade level.)

B1. Which of the following **BEST** describes the method you used in implementing performance assessments?

_____ Started from scratch
_____ Obtained from publisher
_____ Adapted from state assessment program
_____ Adapted materials from another district or state
_____ Used materials from another district or state
_____ Other (please explain) _____

Please turn over.

B2. Using the table provided, place an "X" in the box(es) corresponding to the subject area(s) and grade level(s) in which you use performance assessment as part of your district-wide testing program to supplement information from the state's assessment program. Be sure to indicate only those subject areas and grade levels where performance assessment is used in a standardized manner, that is, where all students at the grade level are given the same task and it is scored in a uniform manner.

Grade Level:	PreK-2	3-5	6-8	9-12
Reading				
Writing				
Mathematics				
Science				
Social Studies				
Physical Education				
The Arts				
Other (Please specify.) _____				

B3. To what degree has the emphasis on performance assessment as part of your district-level student assessment program changed over the past five years?

_____ Significant increase _____ No change _____ Significant decrease
_____ Some increase _____ Some decrease

B4. To what degree do you feel the emphasis on performance assessment as part of your district-level student assessment program will change in the next five years?

_____ Significant increase _____ No change _____ Significant decrease
_____ Some increase _____ Some decrease

B5. Personally, to what degree would you like the emphasis on performance assessment as part of your district-level student assessment program to change over the next five years?

_____ Significant increase _____ No change _____ Significant decrease
_____ Some increase _____ Some decrease

B6. What sources do you use to obtain information on performance assessment? (Check all that apply.)

_____ Publications from state _____ Publications from the district
_____ Journals _____ Professional Organizations
_____ Information from colleagues _____ Other (please specify) _____

B7. Over the past year, on average, what percent of the individuals in each category listed below do you feel has received professional development in the area of performance assessment?

Classroom teachers ____%
Administrators ____%
Teachers in specialized areas (*e.g.*, art, music) ____%
Special education and related services staff ____%

B8. Who provides professional development opportunities in the area of performance assessment to staff? (Check all that apply.)

_____ Outside private consultants
_____ State Department of Education staff
_____ District curriculum administrators/coordinators
_____ District testing administrators/coordinators
_____ Teachers employed by the district

Of those checked above, who has the PRIMARY responsibility in this area? _____

B9. To date, how important a role do you feel performance assessment plays in enhancing instruction?

_____ Extremely influential _____ Somewhat influential _____ No influence at all
_____ Very influential _____ Limited influence

Next page please.

B10. In what ways have parents been informed and/or involved in your district (not state) performance assessments? (Check all that apply.)

_____ No information or involvement
_____ Information provided to parents in newsletters
_____ Information provided to parents in specially prepared pamphlets by the district
_____ Parents are routinely provided child's results
_____ Presentations/workshops at PTO/PTA or other parent meetings
_____ Specially developed workshops are provided to parents
_____ Video and/or television is used to inform parents
_____ Parents are involved in developing performance assessments
_____ Parents are involved with scoring performance assessments
_____ Other (Please indicate.) _____

B11. Does your district have specific performance standards (not course credits) for:

Promotion from elementary to middle school?	yes / no / currently being discussed
Promotion from middle to high school?	yes / no / currently being discussed
Graduation from high school?	yes / no / currently being discussed

Part C: Opinions Regarding Performance Assessment from the District Perspective

C1. What are some of the major problems you encountered in implementing performance assessment?

C2. In what specific ways has performance assessment affected/influenced the quality of instruction and student learning in your district?

C3. Down the road, what do you feel will be your district's next steps relative to the implementation of performance assessment?

Part D: Connecticut-specific Questions

D1. The Commissioner has recently been requested to consider the time when the CMT is administered. Currently, for example, the grade 4 CMT administered each fall assesses skills students are expected to have mastered by the end of third grade. Which of the following statements **BEST** describes your opinion on this CMT issue?

_____ It should continue to be administered each fall at grades 4, 6 and 8.
_____ The content should be slightly modified but be administered each spring at grades 3, 5 and 7.
_____ It should be administered each spring at grades 4, 6 and 8 and the content adjusted accordingly.

D2. What one suggestion for improvement would you like to offer regarding the CMT Assessment Program?

D3. What one suggestion for improvement would you like to offer regarding the CAPT Assessment Program?

Please turn over.

D4. What do you feel have been the three areas affected most significantly with the implementation of the CMT and/or CAPT?

D5. What is your current District-wide Testing Plan?

Please complete the following table indicating the test and subject areas assessed. Information should include only tests administered to ALL students at that grade. (Therefore, please do not include SATs, PSAT, or Advanced Placement tests.) For example, you may give the "(Metropolitan Achievement Test [MAT-7] Rd and Ma in the fall at grades 3, 5 and 9" or the alternate grade "CMT Ma at grades 3 and 7" or the "DRP at grades 2-12 each fall."

	K	1	2	3	4	5	6	7	8	9	10	11	12
Fall					**CMT** Rd, Ma, Wr		**CMT** Rd, Ma, Wr		**CMT** Rd, Ma, Wr				
Mid-Year													
Spring											**CAPT** LA Ma, Sci, Interd.		

Individual completing survey: _____
Position: _____
District: _____
Full mailing address: _____
_____
_____

Zip Code: _____

Please check one box:

- ☐ Please send me a copy of the summary report of the findings.
- ☐ Please send me a copy of the compilation of district test plans.
- ☐ Please send me a copy of the summary report of the findings and compilation of the district test plans.
- ☐ I've completed the survey but please do not send me the findings or compilation.

Thank you very much for taking the time to complete this survey.